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**ВЕСТНИК**

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## **PROFESSIONAL PEDAGOGICAL MOBILITY AND SPECIFIC FEATURES OF ITS FORMATION**

**Abstract.** Researching the content of the issue of professional and pedagogical mobility, we note the following. At the present stage of development of modern society, the problem of professional and pedagogical mobility is especially relevant. It is characterized by the growth of intensive and progressive changes in society, covering all spheres of human life, including the professional sphere. For a modern specialist to be successful and necessary, he must be mobile, ready for changes, able to quickly adapt to changing conditions, that is, he must be professionally mobile.

Great importance is attached to the consideration of professional and pedagogical mobility as a pedagogical category. Concepts such as "mobility", "professional mobility", "pedagogical" are analyzed. On the basis of research and supplementation of these concepts there is a problem of independent understanding of professional and pedagogical mobility as a characteristic of the individual, which is reflected in the process of professional activity, readiness to develop, self-structuring and adapt to changes in the changing professional environment.

The article clarifies the need to create a personal professional image, to organize and implement practical activities to get closer to this person, to detail the main steps for reorganization in connection with the changing conditions of the professional and pedagogical environment.

**Key words:** professional and pedagogical mobility, teacher, creativity, communication, diagnostics, model, extensive, intensive, innovation, deepening.

**Introduction.** One of the hallmarks of modern society is the dynamism of transformations, characterized by rapid reorientation to one of the leading areas of professional activity, which reflects the new requirements for professional training, including in the field of education.

In order to be successful and demanding, the future teacher must be able to quickly design and implement new types of educational conditions, adapt to new conditions of the professional and pedagogical environment, analyze the changing educational processes and, accordingly, develop self-knowledge, self-development. , be able to implement their own design, i.e. be professionally mobile.

In many scientific literatures [1-5] professional mobility is explained by a change in the position of the place where the professional structure of people or individuals takes place, ie the transition of people from one professional group and stratum to another.

A number of sociological studies on these indicators show a relatively low level of professional mobility of teachers. In this regard, the task is to expand the ability to preserve spiritual values to be a special social sphere, to develop and accumulate the intelligence of the nation, as well as to provide favorable conditions for personal development and professional development of future teachers.

At present, there is an activity that can reflect the personal qualities that determine the intellectual development as a goal. Therefore, it is necessary to talk about the creation of a continuously connected term of the integrative process of conceptual models of new education.

In modern social conditions, pedagogical education is often associated with the development of personal qualities of the future specialist, his practical skills for the effective implementation of professional activities. This principle determines the purpose of training a specialist who has a set of

theoretical knowledge and practical experience of pedagogical activity, which determines the formation of one of the most important professional and personal qualities of the educational process in a pedagogical university.

Teachers and psychologists link the achievement of this goal with the revision of the objectives of professional training. Productive activity aimed at obtaining educational products is of special importance and allows the future teacher to form their own professional activity, which combines cognitive-practical, cultural and new spiritual products.

Many educators have a poorly developed ability to apply their knowledge, skills and abilities in practice, to make non-standard decisions based on most situations, to be inflexible to the changing conditions of the professional environment, to understand the contradictions of their own professional activities. and on this basis leads to the formation of professional self-development. Novice teachers are especially faced with such problems.

University graduates, even if they have specific pedagogical experience and master the specific qualities of a mobile specialist, are not always able to implement them in their professional activities. Therefore, there is a need for students of pedagogical universities to study the process of formation of professional and pedagogical mobility. The analysis of the data shows that many of the identified characteristics of this phenomenon are still poorly understood and require further processing. All of the above allows us to clarify the following contradictions:

- at the socio-pedagogical level - between the modern system of education and the requirements of society for an individual capable of expressing professional and pedagogical mobility;
- at the scientific and pedagogical level - between the need for the formation of professional and pedagogical mobility of teachers;
- at the scientific and methodological level - between the actual formation of professional and pedagogical mobility, which has an empirical, spontaneous nature.

Clarification of contradictions allows to identify the problem of research, which consists in the need to develop approaches, tools and pedagogical conditions that ensure the formation of professional and pedagogical mobility of future teachers in the teaching process at the university.

The relevance and inadequacy of these issues in pedagogical theory and practice are covered by the choice of research topic.

The formation of professional and pedagogical mobility should be understood as a planned movement that includes a number of interrelated stages of diagnostic, extensive, intensive, innovative, practical, implemented through adequately selected methods and tools.

An important condition for the formation of professional and pedagogical mobility is the organization of pedagogical practice, which is understood as an event in the professional and pedagogical activity of teachers and students. Based on the structural components of a number of scientists in determining the criteria for the formation of professional and pedagogical mobility, such as passive, active - exploratory and active, based on such structural components as the success of adaptation, personal activity, personal creativity, readiness for self-development.

Here is the importance of the topic.

**The purpose of the study.** The purpose of this study is to provide a comprehensive, interdisciplinary character of the phenomenon of professional and pedagogical mobility and to study any aspect of professional and pedagogical mobility and its readiness for the specifics of modern conditions.

**Research materials and methods.** These research methods are the analysis of the research of leading scientists and teachers.

Determining its structure on the basis of the analysis of the essential characteristics of professional and pedagogical mobility. Its components, such as the activity of the individual in the work of self-transformation and renewal of reality, adaptability, which is understood as a way to adapt to changing conditions of professional activity, creativity of the individual, providing a creative approach to their professional and pedagogical activities.

The basic premise of this study is a systematic approach that allows to consider professional and pedagogical mobility as a system consisting of a set of its components. Professional renewal is defined by acmeological techniques that allow you to view the integration of your professional image of "I" as a process that can be achieved through acme.

The authors of the article note that in the structure of professional and pedagogical mobility often differ the following components: adaptability, openness, communicativeness, creativity and competence.

**Research results and discussion.** Summarizing the content of the issue of professional and pedagogical mobility, we note the following.

At the current stage of development of modern society, the issue of professional and pedagogical mobility is especially relevant. It is characterized by the growth of intensive and progressive change in society, covering all areas of human life, including the professional sphere. In order to be successful and necessary, a modern specialist must be mobile, ready for change, able to quickly adapt to changing conditions, that is, must be professionally mobile.

Organizational and pedagogical conditions for the formation of professional mobility of university students have been created and justified. Conditions for the formation of students' readiness for professional mobility in the learning process. Pedagogical conditions for the formation of professional mobility of students in the educational process of the university were modeled. The authors express their views on the essence of the concept of "professional mobility of the future teacher."

**Main part.** Changes in modern education reflect the growing demands on the quality of training. One of such requirements for an individual is mobility. Research identifies a number of factors that influence these requirements: aspiration and innovation in life; increasing the dependence of the person's reputation on education; increasing the speed of the pursuit of knowledge; increase in the dependence of personal income on education and profession; constant changes in the labor market; dynamics of development in the professional market; Constant change of status of many specialties [6-8].

In order to be able to live and successfully function in a mobile dynamic society and to be able to assess their place, they must master the system of social and moral values, high psychological flexibility, the ability to make choices and creatively reshape the situation, in other words - in different social and professional situations. must be sufficiently mobile, ie such a specialist will be competitive. A person's work reputation also depends on his high level of training and professional training.

Universities in industrialized and economically developing countries make great efforts to increase the participation of students and teachers in foreign programs [9].

S.G. Vershlovsky "The sign of the times was increased professional mobility. Modern man has to change jobs several times and learn new professions "- says [10].

The Russian Convention on the Modernization of Education states that "a developing society needs modern educated, humane decision-makers who are able to make responsible decisions and anticipate their possible consequences. noted in [11,12].

According to the Bologna Declaration of 1999, the Council for the Mobility of Students, Teachers, Researchers and Administrators is one of the factors ensuring the transition of European states to a single state space.

A.V. Mudrik connects the issue of social mobility with education and considers its content together with the preparatory functions necessary for the functioning and sustainable development of a society capable of horizontal and vertical mobility and ready for it "with human capital" [13].

Therefore, professional mobility is a necessary quality for any modern man, because he lives in a society characterized by a dynamic, rapidly changing historical process, and mobility is relevant for educators who support and implement the educational process in society. At the same time, professional mobility is one of the highest professional areas of teacher self-development. This consciousness is not always personal. But it can be developed.

The presence of professional mobility can be evidence of a high level of professional and life training of a specialist.

Mobility in professional and pedagogical activity provides the teacher with the opportunity to effectively implement and achieve professional goals, allows to conveniently reproduce knowledge, skills, aptitudes in accordance with pedagogical goals.

The professional mobility of the teacher is reflected in the stability of the professional pedagogical position, which is reflected in the humanistic attitude to the person, aimed at helping the person to find his place, to be specified [14].

Accordingly, the professional mobility of the teacher is a terminal value (basic), where the individual's pedagogical activity is perceived as the norms governing the activity. It is a way of life of a

teacher as a modern person, a specialist who walks over time. Without mobility, a teacher cannot establish himself as a professional, social subject.

In this regard, the higher the professional mobility of the teacher, the more purposeful and reasonable his transfer from one position to another, the better he can follow the situation, the more he finds his place in the social and professional hierarchy, and his pedagogical activity becomes more diverse. can.

According to V.V. Kraevsky, professional mobility characterizes "a specialist who is independent, competent and responsible for action in political, economic, professional and cultural life, oriented to free, humanistic choice" [15].

Analysis of the scientific literature on the formation of professional and pedagogical mobility, along with other qualities that characterize the pedagogical personality (humanism, professionalism, flexibility, breadth, deep thinking, reflexivity, etc.), mobility is rarely mentioned. Therefore, it is defined as the ability of an individual to effectively perform a variety of professional and social functions, the ability to adapt to constantly changing social situations, the ability to create new goals, new tools, new opportunities in accordance with their own desires. As many educators point out, the training of a mobile professional is often interpreted as a "subject" rather than a mobile teacher.

That is, the readiness of the student for active professional activity is realized through his subjective position in educational, practical, educational and research activities, and subjective activity is understood as the student's mastery of sections, mastering the methods of action, cooperation with the teacher.

Thus, professional and pedagogical mobility is at the crossroads of the study of social sciences and humanities, each of which considers some of its aspects. As a category, professional and pedagogical mobility can be expressed by the types of horizontal, vertical and global mobility. Based on the study of these issues, the characteristics of the individual, which are reflected in the preparation for self-development to adapt to the changing conditions of the professional and pedagogical environment.

Professional and pedagogical mobility is characterized by readiness for professional activity. Preparation is the desire to change one's life and activities (actions) without any interference or pressure.

Training is an integral quality of the individual ("readiness for self-education"), which includes the ability to systematically engage in learning activities and the desire to gradually expand the range of life perception in order to better understand it [16].

The mechanism of development of the individual is defined as the psychological organization of the methods and means of his own re-education. The future teacher, structuring himself in the space of professional development, clarifies his place and his determination in this space. The process of professional self-development and self-structuring allows teachers to achieve professional competence, pedagogical skills. Self-structuring is closely linked with the teacher's self-improvement, which is the result of the structure of professional development of the individual. The necessary factors are:

- receipt of a financial reward;
- understand the success of pedagogical activity;
- the emergence of a "crisis of competence";
- for pedagogical creativity, independent research, study, experiment creating conditions;
- control over pedagogical activity on the orders of educators;
- involvement in the management of methodical work;
- participation in the work of professional associations.

Self-improvement of a professional-mobile teacher means his ability and readiness to learn independently. The need for knowledge at the level of reason carries with it complete freedom and responsibility for oneself and society. Self-education provides a person with the ability to successfully carry out their life and professional activities.

Self-education is a specially organized, independent, systemic cognitive activity, which is based on the individual's specific achievements and social activities [17].

The impact of many factors on education has led to increased uncertainty in the nature of future professional activities and work. Here the priority is given to the subject specialization of future workers. Therefore, finding an individual's place in the professional form is one of the components of his professional and pedagogical mobility. The distinctive feature of such a specialist is a steady increase in the level of competitiveness, finding new opportunities in their profession, clarifying the forms of professionalism.

Mobility in the broadest sense is understood as mobility, rapid movement, action, quick performance of tasks. In order to make any changes in one's professional position, a person must have personal qualities and abilities. These include mobility, openness to new things, flexibility to adapt to new situations, creativity of thinking, communication, ability to adapt to changing realities, activity, speed, independence and responsibility in decision-making, goal setting and continuous self-improvement, situation analysis and the ability to predict its development, adaptability, ability to learn independently, "resistance to the frustrations of the internal and external environment, the correct assessment of the state of the environment."

Alierova L.A., Bagishaev Z.A. show the structure of professional and pedagogical mobility as a system, which consists of the following parts: personal activity of professional and pedagogical activity; professional and pedagogical competence, which is based on the training of the individual as an integrative quality; professional and pedagogical flexibility, which is adapted as a personal trait; professional and pedagogical innovation. All parts can be divided among social determinants. Creativity is a pure social quality, one of the main components of which is reflexive [18].

Professional mobility is characterized not only by the individual's adaptability to other professional situations, but also by their focus on change. In this case, the activity is reflected as an indicator of the degree of change in these conditions, and then as the mobility of the teacher in the professional field. Formation of an active type of individual is one of the manifestations of professional and pedagogical mobility. As we can see, the professional mobility of a teacher is determined by social, personal and personal factors, and at the same time manifests itself as a result of one's own internal efforts to understand one's professional role and evaluate one's professional and pedagogical activity.

The concept of professional and pedagogical mobility is characterized by the adaptation of the individual to a changing professional and pedagogical environment.

Successful adaptation is the ability of a mobile professional to solve a variety of tasks for himself and those around him and to demonstrate the ability to learn independently. In addition, the self-development of an individual in professional activity is possible only in the case of successful participation in this activity. This allows us to highlight the second component of professional and pedagogical mobility - the adaptability of the individual.

Adaptability of the individual is considered as the ability of professional activity to effectively adapt to changing conditions [19].

The flexibility of the individual as a general psychological characteristic is associated with changes in the dimensions of action and the mobility of personal processes. Such a person is a highly variable person connected to the system of interpersonal relationships.

Creative is reflected in the search and discovery of new ways of studying the individual and the development of new diagnostic methods.

It can be clarified that the essence of professional and pedagogical mobility is the readiness of the individual to develop independently, through self-education and self-transformation.

The main purpose of modeling the process of professional and pedagogical mobility is the development and theoretical substantiation of models of formation of professional and pedagogical mobility of future teachers.

A model is a type of system that is imaginary or real. It comes from the Latin word "model" size, norm, model. In some dictionaries, the word "model" is considered as something that depicts, draws, describes an object, in a reduced form, depicts the structure, properties, relationships, simplifies the process of obtaining information [20,21].

The concept of "professional and pedagogical mobility" is very narrow in relation to the concepts of "mobility", "professional mobility", "pedagogical mobility".

The general functions of modeling are to describe, interpret and predict the behavior of a particular system.

Objectives of modeling can be the search for optimal and near optimal solutions, evaluation of effective solutions, determining the properties of systems (sensitivity to changes in characteristics), the relationship between the characteristics of systems, the exchange of information over time [22].

The method of modeling turns out to be the most powerful way of "visualizing" the internal development of pedagogical phenomena.

Analysis of the psychological and pedagogical literature allowed to create and theoretically substantiate a structural and pedagogical model of the formation of professional and pedagogical mobility in future teachers of preschool education. According to V.A. Slastenin, in connection with the achievements in the development of science, engineering and technology, natural, human and social sciences, it is necessary to constantly update the pedagogical content, diversity, flexibility of curricula and programming, prompt response to their social, professional and practical needs. should be provided [23].

The model of formation of professional and pedagogical mobility in students should be considered in the consciousness of ideal norms, models, standards, created on the basis of forecasting pedagogical processes in the search for optimal results of professional and pedagogical activity.

Formation is the process of acquiring knowledge, skills, aptitudes, the accumulation of qualitative changes in the social, pedagogical and professional aspects of the individual and the content of the individual personality of the teacher in his social, pedagogical and professional self-expression.

In order to scientifically substantiate the process of formation of professional and pedagogical mobility, it is necessary to specify the approaches needed to study the existing abilities, which are currently prevalent.

Position is a category of worldview that reflects the superstructure of the subjects of the pedagogical process [24].

The systematic approach in the study of this issue considers this process as a result of the qualitative development of the future teacher in the interaction with the subject of his actions. Here mobility is characterized by sociality (in terms of substance), openness (in relation to the external environment), dynamism (in terms of variability), reliability (in terms of determination), goal-setting (purposefulness), self-government (in terms of control).

Competence in practice is reflected in the set of specific competencies that are formed, relevant and active in the professional and pedagogical mobility of the specialist. It helps to reveal the desired result of the structures that exist through a set of different types of competencies.

V.D. Shadrinov defines competence as "the acquisition of specific knowledge, skills, life experience that allows you to think about the creation or solution of something" [25].

On the basis of the acme logical approach (gr. Acme - peak) it is possible to study the living conditions and conditions that allow each age ladder to climb any peak, which is typical for this age group. This allows us to highlight the ways of untapped pedagogical competence in the modern context of the optimal way of life (Bodalev A.A.) and to design the stages of transition from one height to another [26].

This approach allows you to consider this process as the achievement of his acme through the construction of his professional image of "I".

The pedagogical potential of the situation is based on understanding the impact of circumstances on the individual. It is manifested in the conditions of relationships and meetings (M. Buber), as well as in virtual situations based on the ontology of vague knowledge (P. Bourdieu) and in the conditions of transcendence, that is, the zeal for human spirituality.

Here the individual's desire to find his place develops. The implementation of this approach requires the presence of emotionally saturated, aspirational faces in the form of a collective, which are important and attractive to the individual.

The professional activity of a mobile specialist is to transform himself in the profession and the reality of the environment. Such a specialist can change his actions depending on changing conditions, which is the determination of his mobility. Signs of mobility in this context are: a person's ability to influence events, to manage them, to use them for personal development, to work with realities and opportunities.

In conclusion, being a relatively narrow category, professional and pedagogical mobility requires that it be considered in the context of several approaches that do not contradict each other as a whole. Analysis of social, psychological and pedagogical literature allows you to choose the main ones, which should be guided in their study.

**Conclusion.** At the current stage of development of society, the issue of professional and pedagogical mobility is especially relevant. This is due to the growing intensity and wisdom of change, which covers all areas of human life, including the professional sphere. Therefore, a modern specialist must be characterized by mobility, flexibility, ie professional mobility.

The phenomenon of professional and pedagogical mobility is complex, interdisciplinary and occurs at the intersection of several disciplines.

The study provided an opportunity to consider professional and pedagogical mobility as a pedagogical category. Therefore, such concepts as "mobility", "professional mobility", "pedagogical mobility" are analyzed here. On the basis of research and supplementation of these concepts, emphasis was placed on clarifying the individual understanding of professional and pedagogical mobility in the characteristics of the individual, which is reflected in the preparation for self-development, self-structure and adaptation to changing conditions of the professional-pedagogical environment.

Professional and pedagogical mobility as a quality of the individual is characterized by the availability of training for professional activity in the progressive conditions of the educational environment.

Training as a characteristic of a professional mobile teacher predicts the activity of an individual at the level of his readiness for professional activity. This situation includes the moment of defining the goal on the basis of reasonable needs and motives, the development of plans, facilities, models of future actions of the individual, as well as the implementation of subject activities that can respond to specific tools, professional and pedagogical activities.

A distinctive feature of professional and pedagogical mobility is the desire of the teacher to develop and self-structure. Self-development allows you to regulate, organize your own pedagogical activities, make your own choices, create your own position, be open and ready for new turning points in your life, taking into account professionalism and changes in society.

Self-structuring deserves to be detailed in the creation of the ideal of an independent professional image, the organization and implementation of practical activities to approach the ideal, the main steps in the transformation, which depends on the changing conditions of the professional and pedagogical environment.

Activity of the individual, which is reflected in the work on the reconstruction of himself and the environment on the basis of the analysis of the semantic characteristics of professional and pedagogical mobility; consists of components such as the adaptability of the individual, which is understood as the ability to adapt to changing conditions of professional activity.

Here are the stages (diagnostic, extensive, intensive, innovative), the main approaches (self-programming, "deepening"), etc. features of functioning of professional and pedagogical mobility of the future teacher are revealed.

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### **КӘСІБИ ПЕДАГОГИКАЛЫҚ ҰТҚЫРЛЫҚ ЖӘНЕ ОНЫ ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ**

**Аннотация.** Кәсіби және педагогикалық ұтқырлық мәселесінің мазмұнын зерттей отырып, біз мыналарды атап өтеміз. Қоғам дамуының қазіргі кезеңінде кәсіби және педагогикалық ұтқырлық мәселесі ерекше өзекті болып саналады. Ол адам өмірінің барлық саласын, оның ішінде кәсіби саланы қамтитын қоғамдағы қарқынды және прогрессивті өзгерістердің көбеюі негізінде сипатталады. Заманауи маман табысты және сұраныста болуы үшін мобильді, өзгерістерге дайын, өзгермелі жағдайға жылдам бейімделіп, яғни кәсіби тұрғыда ұтқыр болуы керек.

Кәсіби педагогикалық ұтқырлық феномені күрделі, пәнаралық сипатқа ие және әлеуметтану, психология, педагогика түйісінде орналасқан, бұл кәсіби педагогикалық ұтқырлықтың кез-келген аспектісін және оның қазіргі заманғы ерекшеліктерге дайындығын зерттеуге мүмкіндік береді.

Мұнда кәсіби-педагогикалық ұтқырлықты педагогикалық категория ретінде қарастыруға үлкен мән беріледі. «Ұтқырлық», «кәсіби ұтқырлық», «педагогикалық» сияқты түсініктерге талдау жасалады. Осы түсініктерді зерттеу және толықтыру негізінде кәсіби қызмет үдерісіндегі, кәсіби-педагогикалық ортаның өзгермелі жағдайына қатысты өзіндік дербес дамуға, құрылымдануға және өзгерістерге бейімделуге

дайындық барысында байқалатын жеке тұлғаның сипаттамасы ретінде кәсіби-педагогикалық ұтқырлықты дербес түсіну мәселесі орнығады.

Кәсіби-педагогикалық ұтқырлықтың өзіне тән сипатты ерекшелігі – педагогтың өзіндік дердес дамуға, құрылымдануға деген ұмтылысы нақтыланады. Жеке тұлғаның өзіндік дербес дамуы кәсіп пен қоғамдағы өзгерістерді ескеру негізінде дербес педагогикалық қызметті реттеуге, ұйымдастыруға, өз бетінше таңдау жасауға, ұстанымын орнатуға, өмірлік жолының жаңа бетбұрыстарына ашық және оған дайын болуға мүмкіндік беретіні айқындалған.

Мақалада өзіндік дербес кәсіби бейнесін құру, тұлғаға жақындататын практикалық іс-әрекетті ұйымдастыру мен іске асыру, кәсіби-педагогикалық ортаның өзгермелі жағдайына байланысты қайта қалыптастыру бойынша негізгі қадамдарға лайықтығы нақтыланады.

Ұсынылған идеялардың негізінде болашақ педагогтың кәсіби-педагогикалық ұтқырлығының құрылымдық-функциональдық моделі негізделген, гипотеза ұсынылған жағдайды ескеру негізінде жүзеге асқан функциялану ерекшеліктерінің анықталғаны ашып көрсетілді.

Зерттеуде педагогикалық жоғарғы оқу орны студенттерінің бойында кәсіби-педагогикалық ұтқырлықтың қалыптасу кезеңдері (диагностикалық, экстенсивтік, интенсивтік, инновациялық, практикаға бағытталушы), негізгі құралдары (педагогикалық жобалау, іскерлік ойын, педагогикалық жағдайлар, педагогикалық шеберхана ұйымдастыру, педагогикалық тренинг, «мансап бойынша өсу» жоспарын құру), негізгі тәсілдері (өзіндік бағдарлану, модельденуші кәсіби ортаға «тереңдеу», нақты кәсіби ортаға «тереңдеу») сипатталып көрсетілген.

**Түйін сөздер:** кәсіби-педагогикалық ұтқырлық, педагог, креативтілік, коммуникативтілік, диагностика, модель, экстенсив, интенсив, инновация, тереңдеу.

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### **ПРОФЕССИОНАЛЬНАЯ ПЕДАГОГИЧЕСКАЯ МОБИЛЬНОСТЬ И ОСОБЕННОСТИ ЕЕ ФОРМИРОВАНИЯ**

**Аннотация.** Исследуя содержанию вопроса о профессионально-педагогической мобильности, отметим следующее. На современном этапе развития современного общества проблема профессионально-педагогической мобильности особенно актуальна. Она характеризуется ростом интенсивных и прогрессивных изменений в обществе, охватывающих все сферы человеческой жизни, включая профессиональную сферу. Чтобы современный специалист был успешным и необходимым, он должен быть мобильным, готовым к изменениям, способным быстро адаптироваться к меняющимся условиям, то есть он должен быть профессионально мобильным.

Феномен профессионально-педагогической мобильности имеет сложный, междисциплинарный характер и расположен на стыке социологии, психологии, педагогики, что позволяет изучать любой аспект профессионально-педагогической мобильности и его готовность к специфике современных условий.

Большое значение придается рассмотрению профессионально-педагогической мобильности как педагогической категории. Анализируются такие понятия, как «мобильность», «профессиональная мобильность», «педагогический». На основе исследования и дополнения этих понятий возникает проблема самостоятельного понимания профессионально-педагогической мобильности как характеристики личности, которая отражается в процессе профессиональной деятельности, в подготовке к саморазвитию, самоструктурированию и адаптации к изменениям в меняющейся профессиональной среде.

Выясняется, что характерной чертой профессионально-педагогической мобильности является стремление педагога к саморазвитию, самоструктурированию. Установлено, что самостоятельное развитие личности позволяет регулировать, организовывать, делать самостоятельный выбор, устанавливая свою позицию, быть открытым и готовым к новым поворотным моментам в своей жизни с учетом изменений в профессии и обществе.

В статье уточняется необходимость создания личного профессионального имиджа, организации и реализации практических занятий, чтобы стать ближе к этой личности, подробно изложены основные этапы реорганизации в связи с изменением условий профессионально-педагогической среды.

На основе анализа существенных характеристик профессионально-педагогической мобильности определена ее структура. Ее составляющими, такими как активность индивида в работе по самопреобразованию и обновлению среды, является адаптивность, под которой понимается способ адаптации к изменяющимся условиям профессиональной деятельности, креативность личности, обеспечение творческого подхода к их профессиональной и педагогической деятельности.

Основная предпосылка данного исследования – системный подход, позволяющий рассматривать профессионально-педагогическую мобильность как систему, состоящую из набора ее компонентов. Профессиональное обновление широко использует тот факт, что интеграция своего профессионального имиджа является акмеологическим подходом, который позволяет нам рассматривать интеграцию как процесс, который может быть достигнут с помощью асме.

На основе предложенных идей создана структурно-функциональная модель формирования профессионально-педагогической мобильности будущего педагога, выявлено, что особенности его функционирования выявлены с учетом условий гипотезы.

В данном исследовании рассматриваются этапы формирования профессионально-педагогической мобильности у студентов педагогических вузов (диагностический, экстенсивный, интенсивный, инновационный, практико-ориентированный), основные инструменты (педагогический дизайн, деловые игры, педагогические условия, организация педагогических мастерских, педагогическая подготовка, план «карьерного роста»), описаны основные методы (самоориентация, «углубление» моделируемой профессиональной среды, «углубление» реальной профессиональной среды).

**Ключевые слова:** профессионально-педагогическая мобильность, педагог, креативность, общение, диагностика, модель, экстенсивно, интенсивно, инновация, углубление.

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